



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

502 Airport Road, Winslow, AZ 86047

Northern Arizona Academy for Career Development, Inc.

AZ LEARNS¹

High School Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Evaluated

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Tamara Pogue
Schedule : 08:00 AM to 05:00 PM
Grades : 9-12
2005 Enrollment : 75
Web Address : naacharter.org
Phone Number : (928) 289-3329
Fax Number : (928) 289-4485
E-mail : tpogue@naacharter.org

Mission

Northern Arizona Academy (NAA) is a North Central Accredited charter high school. The NAA vision is to be recognized as a leading non-traditional educational model that prepares students for an ever-changing world. Our mission is to provide students with the resources to develop academic, social, emotional, physical and cultural skills necessary to become responsible citizens who are life long learners and problem solvers.

School / Academic Goals

- ü Students will improve reading skills as evidenced by a 5% increase in meeting or exceeding AIMS and/or District assessments.
- ü Students will improve writing skills as evidenced by a 5% increase in meeting or exceeding AIMS and/or District assessments.
- ü Students will improve math skills as evidenced by a 2.5% increase in meeting or exceeding AIMS and/or District assessments.

Enrollment

October 1, 2004 School Year Student Enrollment : 68
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- ü Experiential Learning Opportunities
- ü Integrated Technology
- ü School-to-work program
- ü Integrated Curriculum
- ü Global Positioning/Information Systems
- ü Individual Learning Plans
- ü Northland Pioneer College
- ü NAVIT

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

- *Maintain a positive and safe place to learn.
- *Maintain and promote high standards of academic achievement.
- *Communicate regularly with parents and students.
- *Provide opportunities to challenge students and reinforce learning.
- *Actively work toward the goal of achieving excellence in our school.
- *Provide prevention/intervention referrals to community agencies.

Parents

- *Make sure the student attends school regularly and promptly each day.
- *Ensuring that they bring necessary materials to school.
- *Ensure that they have a quiet place at home to study.
- *Have a positive attitude about education.
- *Participate in parent/teacher conferences and other school sponsored activities.
- *Encourage student participation in prevention/intervention services recommended by staff.

Transportation Policy

NAA is an open enrollment school with no defined boundaries. Transportation is provided for students locally and from the Dilcon area of the Navajo Nation. Transportation is a privilege that can be revoked if bus rules are violated. Parent/Student Handbook provides detailed expectations. Alternative arrangements may be made to suit the student. Mileage stipends for families/students that transport themselves from outlying areas where transportation is not provided may be available.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Accreditation	2003
ü Wal-Mart Teacher of the Year Award	2003
ü Christmas Parade Sweepstakes Award	2004
ü Eastern Star Scholarship Recipient	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	44	69846	100	94	100	662	666	699	71	65	21	14	5	11	14	30	49	0	0	18
All Students (Prior Year)	NC	25	65934	NC	100	100	NC	451	492	NC	91	43	NC	9	18	NC	0	24	NC	0	15
Female	14	27	34328	100	100	99	664	676	702	100	50	19	0	10	12	0	40	51	0	0	18
Male	11	19	35509	92	86	100	661	656	696	60	73	23	20	9	11	20	18	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	NC	23363	--	NC	100	--	NC	680	--	NC	32	--	NC	16	--	NC	45	--	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	15	16	4785	100	100	100	659	664	671	80	67	39	20	17	17	0	17	39	0	0	5
White	NC	22	36421	NC	85	99	NC	668	714	NC	62	12	NC	0	8	NC	38	54	NC	0	26
Students with Disabilities	NC	10	7690	NC	83	100	NC	630	593	NC	100	64	NC	0	14	NC	0	21	NC	0	2
Students without Disabilities	22	36	62220	100	100	99	669	677	712	67	50	16	17	13	11	17	38	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	13	21421	NC	68	92	NC	664	686	NC	56	35	NC	11	15	NC	33	43	NC	0	7
Non-Economically Disadvantaged	23	33	48489	100	100	100	660	667	704	80	67	15	0	8	10	20	25	52	0	0	23

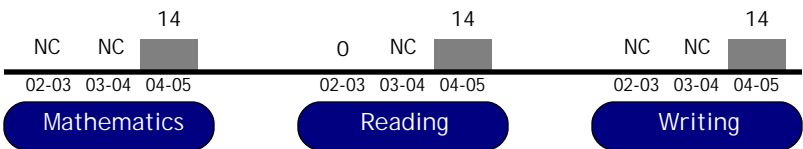
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	35	71311	67	78	100	658	671	694	43	27	7	43	41	21	0	23	63	14	9	9
All Students (Prior Year)	NC	27	68162	NC	100	100	NC	464	509	NC	56	18	NC	22	24	NC	22	51	NC	0	8
Female	NC	17	34899	NC	74	100	NC	669	700	NC	18	5	NC	55	19	NC	18	66	NC	9	10
Male	NC	18	36430	NC	82	100	NC	672	688	NC	36	9	NC	27	22	NC	27	61	NC	9	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	10	5110	NC	77	100	NC	649	661	NC	20	14	NC	60	38	NC	20	46	NC	0	2
White	NC	22	36841	NC	85	99	NC	683	713	NC	27	3	NC	33	12	NC	27	72	NC	13	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	11	26	63379	69	79	100	677	687	707	20	13	5	60	44	18	0	31	68	20	13	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	13	22243	NC	68	93	NC	666	677	NC	20	14	NC	50	32	NC	30	51	NC	0	3
Non-Economically Disadvantaged	12	22	49157	80	85	100	665	675	702	40	33	4	40	33	16	0	17	69	20	17	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	34	70868	67	76	100	645	647	688	14	19	5	71	52	23	14	29	63	0	0	9
All Students (Prior Year)	NC	25	67629	NC	100	100	NC	448	524	NC	56	22	NC	24	16	NC	20	59	NC	0	3
Female	NC	17	34710	NC	74	99	NC	659	697	NC	9	3	NC	64	19	NC	27	66	NC	0	12
Male	NC	17	36176	NC	77	100	NC	634	678	NC	30	7	NC	40	27	NC	30	59	NC	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	10	5001	NC	77	100	NC	651	661	NC	0	9	NC	80	41	NC	20	48	NC	0	2
White	NC	21	36710	NC	81	99	NC	649	702	NC	21	2	NC	43	15	NC	36	69	NC	0	13
Students with Disabilities	NC	10	7900	NC	83	100	NC	597	580	NC	67	22	NC	33	49	NC	0	28	NC	0	1
Students without Disabilities	11	24	63054	69	73	99	651	667	701	0	0	3	80	60	20	20	40	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	13	21994	NC	68	92	NC	637	673	NC	20	10	NC	50	36	NC	30	52	NC	0	3
Non-Economically Disadvantaged	12	21	48960	80	81	100	640	655	694	20	18	3	60	55	18	20	27	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	28	41	NC	NC	NA	42	NC	NC	35	51
	Language	NC	NC	17	42	NC	NC	18	42	NC	NC	26	50
	Mathematics	NC	NC	41	60	NC	NC	38	63	NC	NC	32	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.75	Teacher	3.00
Other Professional Staff	.50	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	1	0	1	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	.25
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

Ü Greenhouse	Ü Head Start Center
Ü Licensed Day Care Center	Ü A+ Learning Systems

Extracurricular Activities

Ü Partnership with WIA Program	Ü Community Based Projects
Ü Student Government	Ü Public Relations/Fundraising
Ü Individual Tutoring	Ü Yearbook Club
Ü Horticulture Program	Ü Prom Committee

Social Services

Ü On-site Day Care	Ü Community Counseling Services
Ü Individual Learning Plans	Ü Navajo County Tobacco Education
Ü Lifeskills Curriculum	Ü Healthy Lifestyles Curriculum
Ü Headstart Program	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Development of new curriculum that reflects the mission/vision and improves accountability and academic achievement.
- ü Development of financial management department to process all accounts payable, accounts receivable and payroll services internally.
- ü Implementation of a Student Information System to improve data driven decision making and parental communication.
- ü Making Adequate Yearly Progress in academic achievement as measured by the AZ Learns and No Child Left Behind evaluation process.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	66	12	12	17
Transfers In Rate ⁶	252	28	28	37
Stability Rate ⁷	33	87	87	82
Promotion Rate ⁸	34	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	37	0	1	6
Status Unknown ¹¹	18	0	1	4
Graduation Rate ¹²	43	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Building relationships and providing opportunities for students to self-govern their actions. Supporting students through the consequences of their choices with the Love and Logic Philosophy. Using a holistic and individualized approach to discipline through the development of Individual Learning Plans. Creation of an In-School Suspension program as an alternative to traditional suspension. Tobacco cessation interventions. Close working relationship with local law enforcement officials.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Jane Davis	(928) 289-3329
Community Resources	Tamara Pogue	(928) 289-3329
School Nutrition Programs	Tamara Pogue	(928) 289-3329
Parent Organization	Ronni Davis	(928) 289-3329
Student Health/Nurse	Pat Carter	(928) 289-3329

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 10 Copies = \$4.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.